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EDITORIAL

THE 34TH SOUTH INDIAN EDUCATION WEEK

The theme for the Education Week this year is "Planning Education for a Socialistic Pattern of Democracy". Since the attainment of Independence we have been planning in all walks of national life to usher in a casteless and classless society, described as "a socialistic pattern of democracy". The desired end is bettering the life and improving the living standards of people by providing an equal opportunity for leading a good, purposeful and active life. In essence it means that there must be a plentiful supply of consumer goods and people must have adequate means to purchase them and opportunities to lead an active, purposeful life to grow to the full stature. In the words of our Pandit Nehru of revered memory, "We must activate and dynamise the base of the Indian social structure", and open an access to knowledge and an equal opportunity for the millions of our countrymen whether they live in villages, towns or cities. This goal can be reached only when the citizenry is well educated and enlightened with an awareness of its duties and responsibilities and rejoices itself in actively assisting those forces which lead to the desired end.

Education has been defined in more than one way. One aim of education is the generation of happiness which implies nationally the promotion of a democratic, co-operating community

capable of using increasing leisure for the advancement of happiness and internationally promoting a co-operating world possessing unlimited resources as revealed by science. It means mainly the development of culture which is the consciousness of higher values and the shaping of our life in accordance with these values. A few of these values are the economic biological value which implies self preservation and pleasure, the social value leading to love and service of fellow-beings, the political value which is the proper use of power so as to maintain peace and justice, the aesthetic value which is the creation and appreciation of proportion, harmony and beauty, the scientific value aiming at the pursuit and attainment of true knowledge of our natural and social environment and the religious value which means a firm faith in some view of ultimate reality and of the origin and end of the universe and acting accordingly. A cultured man loves to serve society and in these days when the earth shrinks in size and when we, in consequence thereof, have an opportunity to move with all the peoples of the world, we should share with the rest of the world the pleasures and conveniences which science has given us and can give us in abundance in future. The education given to boys and girls should enable them to get fitted for as many jobs as possible and to use this general education intelligently in the jobs they undertake. Also boys and girls should have a feeling of oneness and such a feeling when deve-

loped properly will lead to national integration which in course of time will extend to mankind in general.

While planning the pattern of education in elementary and secondary schools, we should keep in mind also the preservation of Indian culture and the development of such traditional ideals as the possession of virtues, hospitality, love and obedience to elders and religious tolerance.

The principles of planning are that the student gets enough knowledge, that he has a confidence in his powers, that he learns to serve the country, that he works hard to acquire knowledge and that the entire process of acquisition of knowledge brings him a perennial joy. To have his own part in society, he must equip himself with the necessary knowledge of literature and humanities, arts and sciences, and must have enough skill in the use of tools and implements without which life would be almost impossible in this age of science and industries.

Like food and shelter, education is the birth-right of all and quite in keeping with this fundamental principle education is being made compulsory and free up to the age of about 14. Boys and girls are drawn from various strata of society with various professional occupations and education is to be made purposeful for all. These are days of great changes and with the progress of science, the matter to be learnt lies before us like the vast ocean and it is the responsibility of the teacher to teach the young students how to learn the patterns of thought of the mathematical and physical sciences, of the biological and social sciences, so that they will be able to go on learning throughout their life. The task of the teacher is getting more and more complicated, for besides planning for the preservation of culture through literature and history, and of knowledge in general, he has to focus his attention on the industrial and occupational needs of the people which depend entirely on the advancement of science. It is to be mentioned in this connection that science is taking such rapid strides that

before long there will be no time for us to think of the fundamental concepts which we now teach and we shall be even obliged to neglect all about language and literature. As such the teaching of science has to be done with special care and forethought.

As the mental development of the child is a very important factor, it is the responsibility of the teacher to handle the child carefully especially in the primary school stage. The curriculum in the early stage should be thought of in terms of activity and experience rather than knowledge to be acquired and facts to be stored up. Children want opportunities to see, touch, handle, draw and make; they don't require any drilling with words which they are sure to acquire fast enough when they have ideas to express. Education at the secondary school stage should be such as to prepare the student for higher studies, for specialisation in technical schools and colleges. The right type of education should not be denied to villagers who form the bulk of the population. The development of adult education and extra mural work will serve to educate the labouring classes and farmers during their leisure hours.

The planning of education should not be done in a haphazard manner. It should be done with great foresight taking into consideration the rapid changes we are experiencing in every walk of life. Besides attending to the immediate needs, long term plans must be thought of and studied carefully at every stage and experts among the teachers and teachers with ripe experience should be invited to draw up such plans. Politics should have no place at all in educational planning which is for the progress of the country at large and the advisers called upon to think of the plans should have perfect freedom in the execution of the work entrusted to them.

We feel it our duty to examine some difficulties experienced now, which, when cleared, will help in the quick spread of the fair standard of education we are now having. It is felt generally

that boys and girls neglect their study and it is feared that this neglect is bound to increase as a result of the introduction of the scheme of free education. Parents do not find time to have an eye on their children at home and their indifference has a pronounced effect on the young. Due to undue fondling at home, boys and girls have their own way and the indiscipline developed in their homes gradually spreads to schools. Facilities for extending our knowledge through newspapers and journals and through the radio and for mixing up in society have produced in the young a bravado spirit resulting in their desire to interfere with things which are not at all their concern and in organising strikes and demonstrations and doing such acts of violence as cannot be allowed in any decent society. Violation of the rules of conduct and truancy are becoming more and more common and it is incumbent on the authorities to think of putting down completely all acts of disobedience and negligence. Punishment has to be resorted to if advice can bring no good. Though freedom should not be denied to the young, there should be at the same time a moral fear of disobeying the rules of discipline and becoming unworthy sons of the motherland.

Every facility is to be afforded to the young to improve and the best among them may be encouraged with awards of scholarship. Pupils who are mentally backward are to be given special attention during the spare hours or after the working hours of the school, while pupils who come from poor homes should be given free midday meal and free clothing and books and note-books free of cost.

The question of teachers requires immediate consideration because the execution of all schemes is in the hands of teachers. Of late the teaching profession has not attracted the best men and women and has been chosen by those to whom the other walks of life have been shut out. That the teachers are not paid an adequate salary is very well known to all and being unable to maintain the family with a compara-

tively poor income teachers have to find means of supplementing their income and when they report for duty they are so much tired that they are not able to discharge their duties properly. They have a feeling of dejection and a sense of frustration that their income is limited and that they have no chances of promotion while others with similar or even lesser academic qualifications enjoy a higher income and a better status. The misery is now further enhanced by overcrowded classes and the increase in the workload and teachers have no leisure to study up-to-date books and journals on the methods of teaching. The profession has gradually lost the freedom of thought and the status in society which it has been so long enjoying. We feel happy that ministers in charge of education have begun to think of the importance of the profession and to consider what should be done to encourage teachers to apply themselves cheerfully to their work. Besides increasing the emoluments considerably, sufficient encouragement may be given to the seniors by creating a special cadre with a higher scale of pay. The staff of the school may be grouped into a number of departments each with an efficient teacher as the head and these teachers can share the burden of administration with the head of the institution. Inservice training, seminars and conferences may be arranged for the sake of those to whom such helps are necessary. We highly commend the idea of recognising the meritorious services of teachers and recommend an increase in the number so considered for honour. With the expansion of educational facilities we require a very large number of teachers and it is our responsibility to select the best and to utilise the services of the best qualified even for the lower standards so as to ensure a stronger foundation. Proper training should be given to teachers selected for the profession and opportunities afforded to expand their knowledge by going through books and to widen their experiences through travel and through contact with compeers in the profession.

Evaluation, curriculum and text-books are other points that require a careful consideration which should be left to a committee of experts. The standards attained in the individual subjects, especially in science and mathematics, should be very high and the instruction at the various levels should be so done as to ensure the required standard.

The points suggested so far cannot be achieved all at the same time and immediately and it is the duty of teachers, the public and educational authorities to co-operate mutually and think of plans for the pattern of education which, when implemented properly, will serve to make the young fit to become successful citizens in future.

AN ANNOUNCEMENT

We are happy to announce that Sri T. N. Rajendran, President, Rajendra Ilakkia Manram, Tiruchirapalli, holds examinations both in English and Tamil, as usual, for the benefit of XI Standard students appearing for S.S.L.C. 1965, both academic and diversified course, with revised scheme of prizes for the candidates who score high marks. The signal success in this enterprise during the previous years was due to the generous recommendation of the Headmasters, Teachers and Pandits. It is hoped that the Headmasters, Teachers and Pandits will continue to do their good offices this year also so that the candidates may be fully equipped to write the Public Examination. It has been decided to award 29 prizes each in English and Tamil of which two are cash prizes for Rs. 75 and Rs. 50 and the rest are books besides certificates of merit. In addition, special prizes in books will also be awarded.

TAMIL

SCHEME OF EXAMINATIONS

23-1-1965 (Saturday) :

Tamil I (Academic & Diversified)—10-00 a.m. to 12-30 p.m.

Tamil II (Academic)—2-00 p.m. to 4-30 p.m.

Fees : Academic course Rs. 2 ; Diversified course Rs. 1.25.

ENGLISH

SCHEME OF EXAMINATIONS

30-1-1965 (Saturday) :

English I—10-00 a.m. to 12-30 p.m.

English II—2-00 p.m. to 4-30 p.m.

Fees : for both papers Rs. 2.

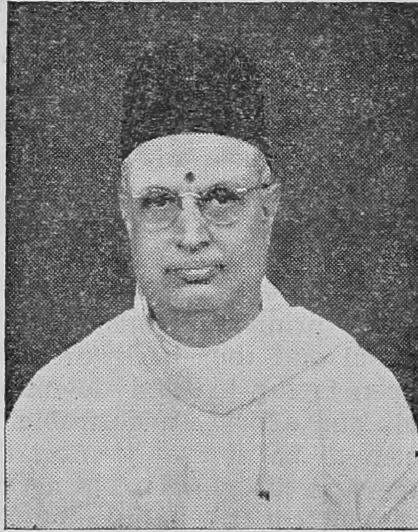
Intimation regarding these has already been sent to all the schools in the State.

Answer books will be supplied free of cost and valuation of answer books will be done by experienced hands working in regular schools in this State.

Further particulars, if any, may be had of :—

T. N. Rajendran, B.E., A.M.I.E. (Ind.), M.I.S.E., M.I.C.E., (U.S.A.), A.M.I.C. (Ind), M.I.C.E. (Ind), M.I.B.M. (U.S.A.), President, Rajendra Ilakkia Manram, P.B. No. 361, Tiruchirapalli-2.

SRI S. BALAKRISHNA JOSHI



Sri S. Balakrishna Joshi, Headmaster, Hindu Theological High School, Madras, deserves our hearty congratulations for having been selected as a recipient of the National Award for Teachers for the current year. A gentleman of erudition and strong principles, a strict disciplinarian, a loving and sympathetic headmaster and a friend of the members of the teaching profession, he has won the love and respect of all — his pupils and colleagues, the public and the parents, the managing committee and the education department. His selection as the Headmaster of this institution is a unique incident which history can feel proud of recording; at a confidential vote-taking it was found that it was the desire of every member

of the staff that he should be the man at the helm. According to the interpretation of the word *acharya*, a teacher should successfully lead his pupils, himself setting them an example and Sri Joshi is a real acharya and has in an inimitable manner, infused into the pupils and the staff alike a very strong sense of discipline and a feeling of duty which alone can help in laying a good foundation for the future of the children entrusted to our care. We pray to the Almighty that Sri Joshi lives long as a beacon light shedding its effulgence all round so that teachers and pupils alike can profit by his guidance and reach their goal with the joy of success.

EDUCATIONAL CARE OF BACKWARD AND RETARDED CHILDREN

M. R. PERUMAL MUDALIAR, M.A., L.T.,
Principal, Teachers' College, Saidapet, Madras-15.

The successful working of democracy ultimately depends upon the quality of its citizens. Good citizenship is the end-product of well-planned education and training given to children in schools. Free and compulsory education at least upto the primary level is our immediate goal and the state governments have been trying to achieve this goal. But all our efforts at universal education seem to be directed only at the average and gifted pupils and the real benefits of education very rarely, if at all, touch the backward, the slow-learning and the retarded pupils in our schools. We do not have specific information regarding the percentage of such pupils in our schools. It is said that about 10% of children of school-going age come under these categories in some of the countries of the West. In the absence of reliable information, we may take it that the same position obtains in our country also. The lack of attention to mentally and educationally retarded children is due to a variety of causes. Psychological and Educational testing are still in their infancy in our country and teachers therefore do not have specific criteria by which backward children can be separated from other children. Further, many teachers do not have the psychological insight into the nature and causes of backwardness and the needs of backward children. Such an insight and understanding are absolutely necessary if teachers are to become aware of this problem and plan and adopt special techniques for the education of such children. As it is, more often than not, teachers seem to be unaware of the existence of such children. Often these children reveal their presence in the class-room by their consistently

poor performance in the programme of studies and activities; but teachers think that their backwardness is due to their laziness or lack of interest. They seem to think that no special measures are called for, except perhaps punishment, or, in severe cases of backwardness, detention. Punishment and detention produce a number of undesirable consequences which not only affect the children but also interfere, to a certain extent, with the stability of the life of the community and impede its progress. If this is to be prevented, teachers should realize that it is part of their duty to see that even the backward and mentally handicapped children are given education which is equivalent, though not necessarily identical, to that provided for other children. They should remember that the achievement of the worthy objectives of education, which is a challenge even in the case of normal children, is doubly so in the case of the handicapped and the retarded and they should equip themselves professionally for meeting this challenge. It is of course true that the educational care of extremely defective children requires the services of specially trained experts. But every teacher has to deal with slow learners in his classes. Teachers in primary schools can do much for the improvement of such children, as discovery and the adoption of remedial measures in the early stages of schooling will help them greatly.

The definition of backwardness varies from country to country. According to Cyril Burt, the eminent English Psychologist, a backward child is one who, without being mentally defective, in the middle of his school career,

would be unable to do the work of the class next below that which is normal for his age. Cyril Burt does not include in his definition of educationally backward children those who are so mentally retarded as to be incapable of benefiting by normal methods of schooling. He points out that any child who is educationally retarded by about two years should be considered backward. His researches seem to indicate that the I.Q. of such backward children ranges from seventy to eighty. Burt admits the possibility of even children with average or superior ability exhibiting backwardness in school studies. But these children are not backward in the technical sense of the term. They lack interest in studies and so do not put forth effort or they are subjected to intense worries and conflicts of a personal nature which make it difficult if not impossible for them to attend to class lessons as normal children do.

Backward children can be classified under four general categories:-

1. Those whose disability is innate, general and extreme. These children are called mental defectives. It is doubtful whether the ordinary teacher would come into contact with such children in his class-room. They need special care and education.

2. The second category consists of the dull and slow learning children whose backwardness is innate and general but not as severe as that of mental defectives. It is possible that a few children of this type are to be found in our elementary schools.

3. The educationally retarded, whose disabilities are acquired and therefore remediable, constitute the third category of backward children.

4. Lastly, we have the rare cases of specific disability.

Early discovery of such backward children is essential if any tangible help is to be given to them. In most cases, the dull and the defective lag so far behind others in academic attainment that the teacher has no difficulty in spotting them out. But mere

casual observation should not be the way of discovering such pupils. Each child suspected of being backward should be studied individually and objectively and a case-history of that child should be prepared. Only after an analysis of all the available data—physical, psychological and social—should any specific conclusion be reached. Hastily dubbing a child as backward is bad. In many advanced countries of the west, children suspected to be backward are usually referred to experts in child guidance clinics attached to schools. In such clinics each child is tested singly and separately in an intensive manner. In addition to the administration of standardised intelligence tests, supplementary data regarding physical and mental conditions, home background, family history, etc., are also gathered. Only after correlating all such data and analysing them thoroughly do the experts come to any definite conclusion regarding the mental and educational status of the child. It need hardly be stated that the ordinary teacher in our schools is not quite fitted to carry out by himself such a thorough investigation of slow-learning and backward children.

The causes of backwardness are many. Some cases of backwardness are due to heredity and they result in natural backwardness which is general and irremediable. The degree of such natural backwardness depends upon the nature of the hereditary factors responsible for it. In extreme cases of feeble-mindedness, which is due to heredity, the children are so retarded mentally that they need special institutional care. But, certain other instances of natural backwardness may not be so severe and children exhibiting such a kind of backwardness are educable to some extent through individual attention and special methods of instruction.

Many instances of educational backwardness are due to environmental factors. Quite often, unfavourable circumstances place limitations on the development and progress of many

children. Investigations reveal a significant positive correlation between backwardness and poverty, though it should be remembered that stupidity is not the direct result of poverty, nor poverty the only cause of backwardness. If a poor child is born with limited intelligence, the debilitating effects of an unfavourable environment are more damaging than they would be if the child is of superior or average intelligence. Not merely the economic and material conditions of the home but its intellectual, emotional and moral atmosphere also influence the child's academic progress. Economically poor homes do not generally have an intellectually stimulating environment. It is possible that the parents in such homes may themselves be uneducated and may not realise the importance of education for their children. Such unfavourable home influences may, in the case of some children, be intensified by similar influences originating from the immediate neighbourhood. Children from slum areas often exemplify such a condition. Certain sensory defects as well as motor defects may contribute to backwardness in children. It is a fallacy to think that the educationally backward are quite good at handicrafts though there have been some idiot-savants who, possessing meagre intelligence, excelled in some specific field of skill. Temperamental factors like emotional instability also sometimes lead to academic backwardness.

Conditions like irregular attendance at school, frequent change of schools in the early stage of education and frequent change of staff in a school may also make a child, not gifted with enough native intelligence, to fall back in his studies, though a bright child may be able to overcome such unfavourable school conditions. Defective methods of teaching at the primary stage of education may lead to backwardness in basic or instrumental skills like reading, writing and counting and the educational progress of backward children would be further adversely affected by such factors.

It could thus be seen that backwardness is due to a multiplicity of causes and only a complete and thorough examination of the child and its environment would reveal the exact set of conditions operative in the case of each child.

In most of our schools, the special needs of backward children are not catered to, nor any special system of education planned for them. Children who are backward are simply detained. Many teachers believe that detention would make the backward child put forth greater effort at studies and that he would improve. But very rarely is this the case. Backward children who are detained become worse in the next year. Teachers should understand that unless the root causes which lead to backwardness are eradicated, mere detention would never solve the problem. Detention leads to the accumulation of the dull in the lower classes. It is definitely unjust in the case of children who exhibit specific backwardness in just one subject but who are average and even above average in the other subjects. Detention damages the self-respect of children and leads to many grave consequences. Backward children are simply puzzled when they are detained. They develop a feeling of inferiority and this feeling may become a part of their general attitudes towards problems in later adult life. Detained children feel neglected and overlooked and, since they cannot get attention for worthy achievements, they are likely to resort to defiant and compensatory aggressive behaviour of an anti-social character. There are many parents who take their children's failure in school as a threat to themselves and an injustice done to their children. Detention therefore can never be looked upon as a proper remedy for educational backwardness. In some countries of the West, backward children in normal classes are promoted along with others whether or not they are able to meet promotional requirements, in order to avoid the blighting effects of failure. This procedure is not possible in our

schools because of the rigid and conventional curriculum followed here. After-school classes and help from other pupils are some of the other methods suggested to deal with backward children. After-school classes for the backward with the teacher paying individual attention to each pupil is good to some extent, though such an arrangement would be a great strain on the teacher. Help from other pupils would be welcomed by the backward pupil if the relation between him and others is satisfactory. But, if the coaching pupil takes on the assignment of helping his slow learning friend with poor grace, the results would be very unfortunate. Further, children with extreme educational disability do not profit from a programme of unskilled and untrained coaching.

The ideal method of providing proper educational facilities for backward children is to have special classes for them with specially trained teachers to teach them. The objectives of an arrangement like this depend upon the nature and extent of the backwardness of the pupils admitted to such classes. For acquired backwardness, this arrangement should be considered as a temporary expedient. In the case of such backward pupils it is theoretically possible to use special teaching techniques involving individual attention, diagnosis and remedial work, to make a check-up of attendance, social and home conditions and bodily health and finally to retransfer them to the normal class. The success of such special classes for backward children ultimately depends upon the ability, skill, patience and sympathy of the teachers. But it is not possible to deal in this way with mental defectives. Education of mental defectives is a task beyond the scope of work of the ordinary teacher. Still, it would not be out of place here to refer briefly to the education of feeble-minded children.

Scientific observation of mentally deficient children may be said to have begun with the studies made by the

French Psychologist, Itard, of the wild boy of Aveyron. Itard's work was continued by Seguin, who in 1837 founded a school for the feeble-minded in Paris. Since that time many special institutions for the education of the feeble-minded have come to be organised in the west.

Based on different criteria such as educational, psychological and social, many definitions of feeble-mindedness have been offered. From an educational point of view, those children who appeared to be permanently incapable of profiting to any considerable extent from the regular curriculum of the school and who are regarded as trainable rather than educable have been classified as feeble-minded. The diagnosis of mental deficiency is a complicated process which can only be done by experts who possess an extensive background of case experience with many types of mental deviates and who have great skill in clinical examination procedures.

The educational problem in the case of the mentally handicapped children seem to be that of adapting the educational process and the curriculum to the functional mental level of such children. This is possible only in special institutions staffed by teachers who have had training in the methods of instructing children of low mental ability. In such special institutions, the curriculum would differ in range and quality from that in a normal school. The educational motive would be practical and utilitarian rather than academic and cultural. Teaching procedures would be concrete, objective, developmental and corrective and activities would be based largely on familiar community activities. The goals sought to be achieved in such special institutions would include mastery of language skills, practical efficiency, correction of hampering characteristics and the development of desirable personal and social qualities. Plenty of opportunities for bodily exercise and manual activities as well as training in some craft would be

provided. The ultimate aim of such special institutions should be to train children into self-respecting, contented, law-abiding and at least partially self-supporting citizens of the community. The successful working of such special institutions for the feeble-minded demands the services of dedicated and specially trained teachers.

I would like to conclude with enumerating certain important tasks which have to be undertaken in our country for the proper educational care of backward and retarded children. 1. Statistical data regarding the number of such children should be collected as the first step in dealing with the problem. 2. Child guidance clinics should be set up in all the

important cities to help teachers in the surrounding areas in the diagnosis and care of backward children. 3. Every teacher and social worker should be given some knowledge of the needs and care of mentally handicapped and backward children. 4. Special training in the education of such children should be given to teachers who are interested in the problem and who possess the necessary ability as well as patience and sympathy. 5. At least a few special institutions for children, whose mental handicap is severe, should be set up in our country.

*(Speech delivered at a seminar at
Bala Vihar, Madras)*

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HANDS OFF TEXT-BOOKS

S. R. RANGANATHAN,

*Hon. Professor and Head, Documentation Research and Training Centre,
Bangalore.*

Risk of Brain-Washing

Nationalization of text-books will be an irresistible temptation for a party in power. For, it will lend itself for use as a tool for the brain-washing of the coming generation, in order to perpetuate the party in power. This risk should be avoided. Neither the genius of India nor the teaching of Mahatma Gandhi, nor our Constitution believes in the efficacy of the raising of a monolithic one-way thinking citizens in the country. They also believe alike in the safeguarding of the right to free thinking without violence to fundamental decency and public safety.

Best Chance for Best Authors

Text-book-writing is a creative art, though it is wrongly got done by some as a mechanical hack-work. Private enterprise will have ten times more chance than the government to spot out creative authors. The unfair exploitation of a gifted author will have as much chance in the hands of the government as in the hands of the private enterprise. In these conditions, the government can give protection to the author and ensure equity by its standing aloof from the publication enterprise and enforcing fair treatment through suitable regulations framed in an impersonal mood. Then only the chance can be increased for the best of children's authors writing text-books.

Risk of Nullification of Good Intentions

A government may nationalise the production of text-books with the best of intentions. But it will have to leave the actual work to its bureaucracy. And the risk of the bureaucracy nullifying all such intentions is

notoriously great. For, with rare exceptions, even the best of bureaucracy cannot but succumb to the effect of its being a protected body. This protection gnaws away its sense of responsibility. It will turn nationalisation to its own benefit. It knows how to circumvent and nullify the true intentions and even directives of the Executive of the Government. Many well-meaning governmental schemes are being left unimplemented and even forgotten in this way. The bureaucracy seems to have protection even against judiciary. It is able to flout successfully the findings of the judiciary. Advisory committees and text-book committees usually form only shields to the bureaucracy. Therefore, "hands off text-books".

Risk of Delay

Again Parkinson's First Law appears to be inexorable. Text-Book Production will add to the hugeness of the bureaucracy. The top of the bureaucracy will not allow co-ordinate status to the Text-Book Department. Nor will he delegate. The files will take months to get down from his table. For, it always acts as a congested bottleneck. It becomes a steel bottleneck—quite unbreakable. Therefore, the text-books may not be approved, produced, or distributed on time. The risk of delay and of the classes having to function for months without text-books is great. This risk will be educationally ruinous. Therefore, "hands off text-books".

Risk of Corruption

Again, Parkinson's Second Law also appears to be inexorable. Any monopoly corrupts the producer and the consumer alike. If the monopoly is in

the hands of the very source of all power, which the government becomes in reality, the risk of corruption will soar very high. Therefore, "hands off text-books".

Freedom for Wholesome Function

This does not mean that the government has no part to play in this matter. It should keep a watch--of course, through its bureaucracy--over the contents and the standard of the text-books produced by the commercial enterprise. In the discharge of this function, the bureaucracy will have less chance to do harm. The

government should prevent the oblique formation of monopoly. It should exercise its judicio-executive function in seeing that no text-book violates fundamental normal principles or accepted standards of decency. It should see that the text-book is not used in a direct or oblique way for preaching against our Constitution, for inciting religious, social, or communal animosity, or for a long range preparation of the growing minds to flout law and order. This wholesome function the government will have the freedom to perform only if it stands outside the business of publishing text-books.

“THE KEY ROLE OF THE TEACHER, AS A BUILDER OF THE COMING GENERATION”

T. S. VENKATESWARAN, M.A., Cert. Textile Tech.,
Meston Training College, Madras-14

It is appropriate to celebrate September 5th the birthday of our President, Dr. Sarvapalli Radhakrishnan as the "Teachers' Day", in the whole country, in the same manner as we celebrate November 14th the birth day of our beloved Prime Minister Jawaharlal Nehru, as the "Universal Children's Day." Dr. Radhakrishnan, embodies himself all the finest virtues of the teacher—"Guru" of the ancient times. In spite of his holding an exalted position, Dr. Radhakrishnan, remains basically a teacher and a philosopher. Therefore to associate the Teachers' Day with the birthday of our President enables to elevate this noble and honoured profession to its proper position.

The position of the teacher in ancient India

We are indeed indebted to the Vedas, Upanishads and other forms of religious texts for a critical study of the position of the teacher in olden days and also the type of education. In ancient times—(the Aryanisation of the Gangetic plains), the teacher en-

joyed an unique position in society. He was considered not only as Guru (teacher), guardian and chief guide but also as a third God. As our President remarked "Mathru Devo Bhava, Pithru Devo Bhava, Acharya Devo Bhava", the first God was mother, the second father and the third Acharya or Guru. Then, teaching was strictly confined to priestly class. During the ancient times, Gurukula system of education flourished. The child was entrusted to the care of Guru, who had his Gurukula or village school in a lonely far away place, generally in thick forests, like the Santiniketan of Poet Tagore commanding all the virtues that nature bestowed upon man! Each Gurukula had about a dozen children who obeyed and did all sorts of service to the Guru within the period of six to seven years. The Guru was able to develop the all round personality of the child, instil in him religious piety and devotion and also the virtues of brotherhood, abhorrence of hatred and cruelty etc. Thus the teacher became the pivot of the society, one respected and honoured by

all. The Buddhistic Monks, in the 6th century B.C. spread universal free-education and inculcated the principles of reflective thinking and reasoned enquiry, and also simple living and high thinking, which Gandhiji promoted during his time.

The spread of Islam, during the medieval period, saw the spread of the message of brotherhood, the Muhammadan invaders establishing Madras as promoting learning and the Moulavis becoming the Guru. During the Muhammadan period, the teacher was, no doubt respected and honoured but did not enjoy the same privilege as under the Vedic times. The advent of the British rule in India completely revolutionized the educational system, and the teacher found his position to some extent satisfactory, as he had to adjust to the changing times. But whatever may be the position occupied by him in the past, today, he belongs to one of the most neglected and suffering sections of the community. Apart from his natural efforts to make both ends meet, he lost some of the idealism that must inspire and guide his work. The real sufferer from this state of affairs is the "Society" which places the young under his stewardship.

The nobility and importance of the profession

It is generally considered that the teaching profession is the noblest of all professions. But I think that this conclusion is not correct, for all professions are noble, and it is only in the way we appreciate the values, that the importance lies. "But the teacher is the 'architect' who moulds and shapes the leaders of tomorrow, in all branches of knowledge."* The teacher has the satisfaction to see one day the child entrusted to his care, becoming a Minister or a Judge or a doctor. The nobility here, lies in the hands of the teachers! But suppose, the teachers themselves resort to malpractices, forgetting the ethics of teaching

wherein does the nobility lie? so the question is:- Are we true to our profession? Are we correct in our doings? What is practised by the teacher is likely to be translated into practice by the taught. If the Doctor or Engineer commits errors or proves to be incompetent, the discredit goes only to the teachers who taught him. Hence the nobility of the profession can be maintained only if the teacher acquits himself. It is well known, that teaching line is poor paying proposition, but it makes the teacher to be contented with his little earnings like the old village school master of Oliver Goldsmith "who was passing rich with forty pounds a year!"*

When Plato was condemned and sold in the Athenian market, nobody was willing to purchase him. But it was his own student who sympathised with his teacher's plight readily agreed to purchase, remembering those advices, and good qualities and knowledge that was once imparted to him—by the very same Plato. The above incident proves the nobility and importance of the teaching profession.

The Role of the Teacher in Modern India with special reference to building up of (a) Individual (b) Building up of Society

"There is no society without an Individual and no Individual without a Society" thus remarked Gandhiji. Society and individual go hand in hand. The child is an individual, who later on becomes the dynamic personality governing the society. The society places the young under his stewardship; the society looks upon him as the chief guide. A child's education, must allow him to develop fully and grow into an integrated, controlled personality, which will be a creative force in society. It becomes the duty of the teacher to teach each individual, the significance

* Dr. Zakir Hussain — Address at the Basic Education Seminar held in the City.

* Oliver Goldsmith — Deserted Village.
"A man he was to all the country dear,
And passing rich with forty pounds
a year."

and meaning of civic facts, and ideals and provide him with the ability to work in co-operation with others.

The individual or child thus looks upon his teacher to help him acquire all qualities and ideals that will regard him as useful member of the society and also a responsible citizen. No man lives unto himself; the words and actions of individuals affect other lives; to be a member of society is a privilege and it is only because man lives in society, that he has been able to build a civilization. Society has realized that education is a process not activated by material values but a whole scale of values. This process which is governed by experience automatically comes from the teacher to his pupils and these individuals, who inherit all the virtues that make an ideal society, and simultaneously ideal citizens. The teacher must inculcate the virtues of discipline, patriotism, self-confidence, courage to face any challenge in life, and all other ethical, moral, and religious values.

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Dr. A. Lakshmanaswamy Mudaliar.



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Dr. Annie Besant, admires at the mental, moral, and physical development of the ancient Spartans, who were trained to meet the needs of the society in which they lived and helped them to function as responsible members of it. Democracy holds human personality sacred! It depends for its very existence on a high standard of general, vocational and professional education; for which the teacher alone is the indispensable force.

The Role of the teacher in building up of New World

We are today living in a Scientific Age. Old systems give place to new and society changes according to the changing times. This is a quite natural phenomenon. If the teacher of today cannot dream of the enviable position enjoyed by his ancestors, the blame goes only to the fast changing World. Within seventeen years after attaining Freedom, what all changes have taken place in our curriculum? Discoveries and inventions in the field of science and technology have expanded the educational thought to a great extent. Today, we have tape recorders, linguaphone, Radio, record players and so many instruments. We have fast flying airplanes, and several other wonderful machines. But where does the teacher stand? He has to build a new world order. It is not enough if he confines himself with his old ideas. He has to impart up-to-date information covering all the aspects of science and technology; at the same time inculcate patriotic feeling, the love of peace and co-operation. The teacher should help the individual pupil reach tentative conclusions, on many issues. The effective teacher must necessarily be a living example at this point. It is time, teachers have opinions and make them known. Parents and teachers alike should strive mightily to be worthy of the adolescent. Every teacher must win the love of his student.

It is the responsibility of every school to become a citadel of democracy. In the building up of a new world order, the schools must have influence in the

community, the teachers should have the freedom to discuss, for debate and to such truth and understanding for setting up Educational patterns according to the needs of the changing world order.

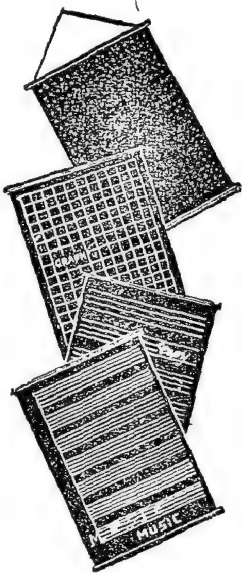
At the same time, the teacher must always see that the love of peace and order is always maintained. Indiscipline is the main defect that has conquered the entire student world. It becomes the duty of the teachers to promote good will and understanding among the students themselves, and eradicate the occurrence of any savage upheaval in our society.

As our President Dr. Radhakrishnan says "If we claim to be civilized, we

must develop thought for the poor, and the suffering, chivalrous regard and respect for women, faith in human brotherhood, race or regardless of colour, nation, religion, love of peace and freedom, abhorrence of cruelty and ceaseless devotion to the claims of justice." In the building up of a new world, the teachers, first of all must be embodiments of these moral values and they must educate the young children under their care on the above proper lines, in conformity with the changing world order. Let us therefore be true to our duty and profession. Let us Trust in God and do the Right.

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ADIVEERARAMA PANDIYAR : HIS EDUCATIONAL THOUGHT

By V. PERUMAL, M.A., B.T., M.R.A.S.

Among the educationists of the 16th century, Adiveerarama Pandiyar deserves special mention. His literary output, *Narunthogai*, popularly known as *Vetrivarkai*, though quantitatively small, qualitatively is of a very high order. As a matter of fact, the author has clarified in a nutshell some of the educational ideas in an unambiguous language.

From time immemorial the educationists of Tamilnad have placed the teacher in a very high position and observed him with a deep sense of divine reverence. Teacher, according to them, is not a mere school instructor but a 'preceptor' (in the real sense of the term) who has a dynamic personality with social, mental, intellectual, moral, and spiritual calibre in Titanic proportions. The teacher with such an integrity of personality is always revered as God. 'எழுத்து அறிவித்தவன் இறைவன் ஆகும்!' 'Reverence for teacher' is the first educational principle advocated by the author.

From a student's view point, the entire educational process has been thoroughly clarified with scientific precision. The first and foremost duty of a student or scholar is to learn. Secondly, he should grasp fully and properly. Finally, he must lead a life of perfect discipline by practising the precept through thick and thin. Learning, digesting and disciplined way of life are the three characteristics of a scholar. It is an undeniable fact that every modern educationist will perfectly agree with Adiveerarama Pandiyar in this instance. 'அறிஞர்க்கு அமுக கற்றுணர்ந்து அடங்கல்.'

Man is respected not for his position and blue-blood but for his profundity of erudition. All the educationists of Tamilnad are at one regarding the view that learning is the genuine and im-

perishable wealth. Adiveerarama Pandiyar emphasizes this view in his work in a very emphatic language. A man who dwells in the dark but speaks about the excellence of his family is no better than a useless chaff.

It is practically immaterial, whether a person belongs to blue-blood or he hails from the lowest ebb of the society. What really matters is his position in the intellectual and educational strata. 'Respect for knowledge not for the aristocratic family' is really a revolutionary and advanced thought put forth by the author in an age when democracy has not taken root in this land.

The main point emphasized by the author is the inevitability of the gift of the gab, for a successful career. Oratorical ability is essential for all in general and academicians in particular. Gift of the gab is absolutely essential to express oneself in an appealing, interesting and thought-provoking manner. However sublime and excellent may be the theme, if it is delivered by a person without the power of elocution, it will not only prove gall and wormwood but also fall flat. Hence, it stands to reason that oratorical capacity is one of the fundamental qualifications of every pedagogue.

Apart from powerful expression, the speech delivered by the teacher must be completely free from grammatical, phonetic and semantic errors. Delivery of speech in a perfect manner and in perfect language is the true sign of genuine scholarship. It can be safely concluded that the language teaching envisaged by Adiveerarama Pandiyar involves effective phonetic drill to a large extent.

To conclude, the educational thought envisaged by Adiveerarama Pandiyar corroborates beyond doubt his far sighted view and the democratization of education. His educational philosophy holds water in every age and clime.

THE SOUTH INDIA TEACHERS' UNION

RAJAH ANNAMALAIPURAM MADRAS-28.

Meeting of the Executive Committee held at 11-00 a.m. on Saturday, 26th September 1964 at the Office of the Union, Rajah Annamalaipuram, Madras-28.

A meeting of the Executive was held at 11-00 a.m. on Saturday, 26th September 1964 at the Office of the Union with Sri A. K. Sitharaman, President, in the chair.

Members Present :—Messrs. A. K. Sitharaman, T. S. Rajagopalan, D. Sebastain, A. Nargunam, V. Perumal, R. Rajamanickam, L. Mariyapragasam, M. S. Arulsami, A. M. Kanniappa Mudaliar, C. Ranganatha Aiyengar, S. S. Avadhaniar, S. Subba Rao, S. Ganapathi, P. V. Ramaswami, V. Meenakshi Sundaram, R. Jagannathan, V. S. Saravanan, M. D. Srinivasachari, N. Shanmugam and Srimati Saraswathi Srinivasan.

The following members wrote expressing inability to attend the meeting: Messrs. P. Subramaniam and A. V. Thirumalaiswami.

After silent prayer the minutes of the previous meeting were read by Sri T. S. Rajagopalan, General Secretary.

(b) Sri T. S. Rajagopalan, Secretary, explained that owing to some difficulties during the Last Executive meeting and later the names of members nominated to serve on the sub-committee for framing rules relating to the election of office-bearers at the Annual General Body Meeting, could not be recorded correctly and after discussion the following were finally nominated: Messrs. V. Anthonisami, A. K. Sitharaman, T. S. Rajagopalan, S. Ganapathi, K. V. Rajagopala Ayyar, A. Nurgunam, R. Rajamanickam, S. S. Narayanaswami and D. Sebastian.

(c) Sri S. S. Narayanaswami said that more publicity should have been given to the activities of the South India Teachers' Union regarding the recent pay fixation. Regarding the announcement in papers about the Madras Teachers' Guild, Sri N. Shanmugam regretted that proper information had not been sent to the press and the Secretary read out the relevant portions of the Proceedings and explained that the S.I.T.U. was not in the least responsible for the matter published in the dailies.

2. (a) Sri T. S. Rajagopalan, Secretary, mentioned the activities of the S. I. T. U. since the last executive meeting and thanked the District Guilds for organising meetings on 11th July regarding pay fixation and for celebrating the Teachers' Day on September 5th. He announced the 34th South India Education Week would be celebrated from 26th October and that the October issue of the *South Indian Teacher* would contain articles on the theme for the Education Week. He appealed to the members for helping the proper running of the journals — *Balar Kalvi* in particular.

(b) Sri A. K. Sitharaman, President, explained what had been done regarding the pay fixation and said that the appeal of the S.I.T.U. had been considered favourably and that orders would be soon issued from the Education Department.

3. (a) The audited accounts for the year ending March 31, 1964 and the auditor's report were placed before the Executive. There was a long discussion regarding the remarks made by the Auditor and the Treasurer explained the points mentioned in the report. The President was authorised to send

a suitable reply to the auditors. The members said that hereafter the Treasurer would be held responsible for the proper maintenance of accounts and requested the Treasurer to finalise the accounts at least once in 3 months if not every month and to go to the office regularly and go through the accounts maintained by the clerk.

(b) The Treasurer said that he had promised a remuneration of Rs. 50 to Sri A. Subramania Iyer, clerk S.I.T.U. Publications and Rs. 25 to Sri Venkatarama Iyer, clerk, S.I.T.U. for having gone through accounts for the year ending 31st March 1964 before sending the same to the Auditors. It was unanimously resolved to sanction these two amounts.

(c) The President explained how he had to undertake to pay the Auditors something more in view of the difficulties experienced while auditing the accounts and it was resolved to pay for this year i.e. the year ending 31st March 1964, an extra amount of Rs. 25.

(d) It was resolved to request Messrs. V. Soundararajan & Co. to audit the accounts for 1964-65 on the usual remuneration of Rs. 125.

4. Sri T. S. Rajagopalan, Secretary, announced that 34th South India Education Week would be celebrated from 26th October 1964.

5. Sri S. S. Narayanaswami announced that Karaikudi would be the venue of the forth-coming State Education Conference in May 1965.

6. The following resolutions were passed :—

(1) Resolved that the Government be requested to sanction festival advances to the members of staff in aided

schools as is now being done to staffs of schools under other agencies.

(2) Resolved that the Government be requested to give immediate effect to the orders passed recently raising to Rs. 20 pension to all retired teachers so as to bring the pension on par with the pension given to destitutes.

(3) Resolved to authorise the President to study the letter from Sri S. Natarajan regarding the Golden Jubilee Building and to take early action.

With a vote of thanks to the members present, the meeting came to an end.

26th September 1964.

Secretary.

THE JUNIOR SCIENTIST

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MADRAS-28.

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OUR LETTER BOX

"PATTERN OF EDUCATION"

"The pattern of education is as unsettled as the fate of many countries that have won freedom," says Shri K. Venkatraman, Headmaster, Town High School, Kumbakonam, in his welcome address at the 54th State Educational Conference (Headmasters' section). It is quite true and it is so. During the last seventeen years, we have witnessed the political ambitions and aspirations dominating the field of education. One Minister discouraged the study of English and desired the introduction of regional language at all levels, another Minister suggested the changing of the school course from 11 years to 10 years with a view to upgrading the secondary schools and again finding it impracticable, reverted to 11-year school course and a third Minister, after his return from a foreign tour, became wise and insisted upon the study of English even from the IV Standard and was patriotic enough to introduce Tamil medium in some of the Government colleges. But this has proved to be a dismal failure and the University has re-introduced the English medium. Thus every successive Minister, holding the Education portfolio, had the chance of displaying his prejudices and predilections in introducing the educational reforms, with the result, the students have suffered much and become frustrated and their standards have fallen low.

Now with the same enthusiasm and ardour, our State has introduced free secondary education to all, whether from rich or poor family. This is no doubt a benevolent act and a beneficial measure in removing the poverty of mind and is in consonance with the spirit of our Constitution. The parents will be happy about it. But the haste and the precipitancy exhibited and involved in introducing the free secondary education has engendered bitterness in the minds of some teachers who, by virtue of their profound scholarship

and consecrated service, have contributed in a rich and abundant measure to the remarkable progress of secondary education. This free education has imposed and inflicted on them unbearable cut in their emoluments. Is it fair to deprive them of what they are entitled to? The Headmasters, teaching and non-teaching staff are very much perturbed and agitated over "actual pay, approved pay and accepted pay" and they do resent the threatening attitude of the Minister to take over such institutions as are unable to implement the free education. Strictly speaking, our welfare state should give no occasion to any one for painful experience and suffer any injustice. Just at this juncture, Shri S. Natarajan has rightly pointed out at a meeting in the Christian College High School, "Education today is unfortunately governed not by educational but political considerations and it will be a tragedy if this state is allowed to continue. This amounts to nationalisation of education which should not be encouraged." This is a sound and timely warning which should not go unheeded.

In view of this impending tragedy and in the interests of education on which rests our nascent democracy, our educationists both in the field and in the department should take up the issue in all earnestness and sincerity and resolve all difficulties and make educational pattern, the real preserver of our hard-won freedom and effective defence of our nation.

13-8-1964.

R. S. V. RAO.

SCIENCE & CENTRE

Everybody from top to bottom is crying from the house-tops that we should have more Science and technology, not only in our lives but in education itself. But what is being done? There is more and more of demogogy and frittering away of national energy and resources

on airy schemes that satisfy some fads or parochial interests.

The States are spending even 20% of their income on education, but the Centre is not playing its part. Perhaps the States' unwillingness to fully carry out the directions of the Union Government is caused by this position. In our constitution it is the Centre that has got in its grasp all the sources of income from modern existence of the population. It must be more liberal towards education notwithstanding the demands on its exchequer from defence etc.

In the States even the most hard-boiled Education Minister finds it difficult to retain the educationist in himself. He has to bow down before the most crudely minded section of the educated and semi-educated public. There are political exigencies and the pressure from the powerful coteries. Educational institutions up to degree standard are started in localities where an election is going to take place. Educational effort is dissipated till the attenuation reaches a negative limit. There is wastage which not only excites laughter, but is criminal. There is very little consciousness of good education in State legislatures and local bodies. The Centre's advice and directions are treated with indifference unless they subserve one's interests. Sapru Committee has recommended that Education be made a concurrent subject. Till this is done the Centre by its monetary contribution can bend the States to treat education as a subject where they cannot go according to the whims and parochial demands of the powerful juntas. UNESCO may help in improving Science teaching in schools, but the States have not much interest in such politically non-paying things. Colleges and schools are springing up in shoals without any provision for science teaching. The University Grants Commission has a shrimped purse and has to take a universalised view for the whole country.

Blessings of science have been aptly described in the quotation spoken by Dr. Zakir Husain while performing the

opening ceremony of the Mysore Agricultural University. He said that 'mere transmission of facts of science could hardly contribute to the cultivation of mind, but more important was the initiation into the methods of scientific enquiry, familiarisation with thinking and experimentation, encouraging the student to generalise the methodology of science, the development of scientific temper, the humility that refused to brush aside problems as non-existent, the vivid conspicuousness of the historical development of science which reveals how the co-operative efforts of succeeding generations of scientists have been responsible for changing our life and outlook on life, all these have tremendous educational impact.'

Leave aside all these advantages of proper science teaching; not even the transmission of facts of science is being attempted by States' expansion of educational facilities.

Now the Centre must take up directly, not through the agency of the State ministries, teaching of science in colleges established by itself. At one time the Union Government was thinking of having one model government High School in every district in the whole country. Perhaps the States did not permit this intrusion. If the Universities controlled by the States do not grant recognition, the Government of India might arrange with Central universities or with Institutions which have been granted university status by the University Grants Commission etc., or even grant diplomas which have universal acceptance. Unless the Centre takes this move there can be no appreciable improvement in the woeful state of science teaching.

The UNESCO is rightly taking up the problem of science teaching in schools, because it is there that initiation into methods of scientific enquiry can be imbibed by growing minds.

The opposition by the States to enter into their realm by the Centre can be removed when the bait is held out. The pressure by general public will com-

pel the Ministers and the self-appointed custodians of public interests to yield to the wishes of the centre.

No one is deceived by the terms like Vigyan Mandirs or the observance of Science days. That fooling must be given up.

If the Union Education Minister is serious (he is not a professional politician) that science and technology should advance, he must take up this work. The State Ministries might object (the Education Ministers in their heart of hearts will not) to Centre's poking its nose, but the country will gain. Solid work is needed, no demogogy.

RAGHUVIR SAHAY NIGAM,
Shyam Sunder Agarwal College,
Sihora Dist. Jabalpur.

GOD FATHER SCHEME

It is indeed a fruitful venture of the Director of Public Instruction, Madras to have instituted the God Father scheme, as a valuable means of producing and maintaining integration between a High School and the surrounding Elementary Schools, in an area. It is a scheme that is well worth the trial; and it is bound to offer a bumper harvest. All that is required will be a spirit of sustained and selfless service through friendly consultations and some well spent two hours per month. Integration is the only means to give salvation to the present tussle between the Elementary School syllabii and that of the High School and the Pre-University syllabii at various levels. A constant vigilant eye kept on the dark spots in subjects syllabii and the methods of Teaching, at these three levels, will surely bring about the desired synthesis; and the pattern of education to create a valuable and wholesome theory and practice in teaching different subjects will be evolved to the satisfaction of all educationists. It needs, however, a careful analysis of the syllabii, the term days to be expended to cover every part of it, and the integrated syllabii from the Elementary School

standards to those at the College classes. Complaints reach us constantly from several sources that the standards set at teaching are woefully poor and meagre at various levels. Pupils merely go through the mills of learning and come out as "manufactured goods", with a label attached to their names! And the students also know that they can pass easily through the March-September process, but all should read well, and all should read together. As the Director of Public Instruction states succinctly, 'ஒன்றிலிருந்து ஒன்றுக்கு அறிவுக்குருதி ஒடிக்கொண்டே இருக்க வேண்டும்.'

"If only we could all realise that an illiterate Youth is a potential enemy to our Motherland, much can be done to further the interests of this laudable scheme. Sponsoring or acting the God-father to a noble project is indeed immemorial. All the international Associations as the Y.M.C.A., the S.C.M., the Toc H, the Rotary, the Lions Club etc. always harbour this kind of robust spirit and foster schemes of any kind of co-operative endeavour with the less advanced youth of the land. If we could only pursue similar methods, with a sense of continuity and intelligent active interest, the 1900 High Schools can contribute substantially to the improvement and self advancement of the teaching materials in the 5,000 elementary schools in Tamilnad, at the rate of one High School covering the academic interests of 5 Elementary schools. Changes of methods in the art of Teaching, and additions of appropriate matter at the work spot in the syllabii of certain subjects ought to engage the staff's chief attention. This spirit of toning up Elementary school education, and later improving that of the High Schools will surely ease much of the confused systems of Theory and Practice found at the Collegiate level in the Pre-University class and the Degree classes. This God-Father Scheme promises to be a project full of 'Great Expectations' As Portia observes secretly to herself, when she returns from the Trial Scene of Venice at Belmont "How well that little Candle throws its beams....So shines a good deed in a naughty world".

Let us also echo "Say not the struggle naught availleth".

IGNATIUS ABSALOM.
Uthamapalayam.

HONOUR THE TEACHER!

(A SUGGESTION)

In its issue dated 17-9-1964, *Kumudam* a vernacular weekly of South India, has made a very original suggestion in its leader.

The suggestion is this: Why should not people who have finished their education and have settled in life, write to their teachers on the Teacher's Day and send their pranams?

The suggestion is an excellent one. It costs nothing in Rupees, annas, pies to us, the adults, in their acknowledging our indebtedness to our teachers. But what a prestige it would give to the

teacher-class as a whole? What happiness will it not bring to teachers who will firstly be proud of such kind remembrance on the part of their past students, the high as well as the low-placed in life!

India is no doubt a poor country which cannot afford to pay her teachers adequately in terms of money. Even in the west their lot, pecuniarily, is not happy or enviable compared to other professions. But we can atleast revive the respect that we, in the past, had for our teachers.

I would appeal to you, everyone of you, specially the well-placed in life, to write to your teacher today conveying your pranams to him, atleast now, though the Teachers' Day has come and gone.

M. S. V. CHARI
Tindivanam.

FROM OUR ASSOCIATIONS

A. C. HIGH SCHOOL, PALLATHUR LITERARY ASSOCIATION

On 11-9-1964 Bharathi Day and Teachers' Day were celebrated under the presidentship of Sri Justus, B.A., L.T., District Educational Officer. Sri Thothadri, M.A., B.Sc., B.T., Headmaster welcomed the president and the gathering. The president unveiling the portrait of Dr. Radhakrishnan delivered a lecture on the lives and tasks of Dr. Radhakrishnan and Bharathiar. Then Sri M. Muthuvenkatachalam Iyer, Tamil Pandit gave a nice talk on "Bharathi and his service". Many girls and boys took part in the function.

Sri Rm. Nellian, B.A., B.T., convener of the Association proposed vote of thanks.

TEACHERS' ASSOCIATION P. L. W. A. HIGH SCHOOL, VICKRAMASINGAPURAM

'Teachers' Welfare Day' was celebrated under the auspices of the Teachers' Association on 5-9-1964 at 4 p.m.

under the presidentship of Sri Varadha Reghunatha Iyer, B.A., L.T., Retired Educational Officer, Corporation of Madras. Sri A. Palani, B.A., B.T., Headmaster, welcomed the President, the speaker and the gathering. Sri V. T. Subbiah Mudaliar, Retired Professor of Agriculture delivered a lecture on Dr. Radhakrishnan and unveiled the portrait of President, presented by the staff. Sri V. Renganathan, B.A., B.T., Assistant of the School also spoke on the occasion. The president advised the teachers to be a model to others and to emulate Sri S. Radhakrishnan. The Secretary Sri V. Renganathan, B.A., B.T., proposed the vote of thanks. The meeting was well attended by the staff of nearby schools.

THE RAMANATHAPURAM DISTRICT TEACHERS' GUILD

*Proceedings of the Annual Conference
held at Karaikudi on Saturday
the 5th September, 1964.*

The 41st Annual Conference of the Guild was held on Saturday, 5th Sep-

tember 1964 in the S. M. S. Vidyasala High School, Karaikudi, under the presidentship of Sri G. Krishnamoorthy, M.L.C. and was attended by many delegates from all parts of the district.

The conference began with prayer, Sri V. Aravamudha Iyengar, B.A., L.T., Headmaster, S. M. S. Vidyasala High School, Karaikudi, welcomed the gathering. Sri P. Doraikannoo Mudaliar, M.A., M.A., L.T., Dip. Econ., Principal, Dr. A. C. Training College, Karaikudi and President of the Guild welcomed all and referred to the utmost co-operation, got by teachers' organisations from the Department of Education now-a-days, and put forth a strong plea that Government should realize its responsibility in keeping the teachers contented, as otherwise no scheme of education would be a success.

Sri S. Justus, B.A., L.T., District Educational Officer, Devakottai inaugurated the conference and said that teachers, as true representatives of educational institutions deserved appreciation and respect and they, in their turn, should realise their high, noble and hard responsibility, work with patience, industry and sincerity, try to find out the hidden talent, the innate light of the pupil and bring it out and develop it, which alone would result in improvement of educational standards. He added that service conditions of teachers would soon improve further and he felt sure that bright days were ahead for the profession.

Sri S. S. Narayanaswami, B.A., L.T., Secretary of the Guild read the messages received from His Holiness Sri Kanchi Kamakoti Peetadhipathi Jagadguru Sri Sankaracharya Swamigal, His Holiness Sri Sringeri Sharada Peetam Sri Sankaracharya Swamigal, Dr. Zakir Husain, Vice-President of India, Sri M. Baktavatsalam, Chief Minister, Government of Madras, Swami Chidbhavananda, Dr. Sir C. P. Ramaswami Aiyar, Messrs. S. Natarajan, Vice-President of the World Confederation of the Teaching Profession, G. R. Damodaran, M.L.C., C. V. CT. V. Venkatachalam Chettiar, N. Shanmugam, President of the Madras Teachers' Guild and D. Sebastian, Vice-President of the S.I.T.U.

In his inspiring presidential address, Sri G. Krishnamoorthy, M.L.C. pleaded for a thorough change of the syllabus and content of education, stressed the need for an entirely different type of education for our girls and advocated a scheme of National Education. He deplored the absence of moral education and the bane of the cinema leading to misbehaviour and indiscipline among pupils. He made a fervent plea for the restoration of all cuts in salaries and for payment of staff grant based on the salaries paid as on 31-3-1964 and as entered in the service registers of teachers. He advocated, even an agitational approach, if it became necessary, for redressal of grievances, such as the holding of public meetings and processions.

With a vote of thanks by Sri S. S. Narayanaswami, Secretary of the Guild, the morning session came to a close.

In the afternoon, at the General-Body Meeting of the Guild, presided over by Sri P. Doraikannoo Mudaliar, after the adoption of the Annual Report and the Statement of Accounts, presented by the Secretary Sri S. S. Narayanaswami, the following were unanimously elected office-bearers for the year 1964-1965 :—

President—Sri P. Doraikannoo Mudaliar, Principal, Dr. A. C. Training College, Karaikudi.

Vice-Presidents—Srimathi T. N. Sobana Devi, Headmistress, S. M. Girls' High School, Karaikudi ; Sri R. Narayanan Servai, Headmaster, Rajah's High School, Sivaganga ; Sri G. George, Headmaster, K. V. Sala High School, Virudhunagar.

Secretary & Treasurer—Sri S. S. Narayanaswami, Devakottai.

Joint-Secretary—Sri AR. Somasundaram, Headmaster, S. R.M. S. High School, Shanmuganathapuram.

Representatives on the S.I.T.U. Executive Board—Sri S. S. Narayanaswami, Devakottai ; Sri M. S. Arulsami, Nattarasankottai.

Then the following resolutions were passed :—

1. This conference views with grave concern the cuts in the salaries of tea-

chers and the non-teaching staff in aided secondary schools, in the wake of the implementation of free education to the end of the Eleventh Standard from 1-4-1964, and urges on the Government to restore the cuts and order payment of salaries as per the entries in the Service Registers of teachers with eligibility for increments in the respective scales.

2. This conference is of opinion that the question of consideration of each teacher's case on individual merits *does not at all arise*, as the salaries on 31-3-1964, are salaries attested and approved by the Departmental Officers, and have been taken into account for purposes of Provident Fund and Dearness Allowance to which Government have made their contribution so far.

3. This conference wishes to point out that in a developing sphere like education, where there are likely to be further increases in salaries and allowances of teachers as years pass on, the ultimate responsibility of paying the teachers *in full*, should be that of the Government, and requests the Government to pay the salaries as per service registers on 31-3-1964, as staff grant to the managements.

4. This conference is of opinion that managements who had been paying salaries as per the service registers of teachers, have been rendered unable to continue to pay so, on account of the stoppage under government orders, of fee collections from pupils from 1-4-'64, and in the absence of receipt from government, of grants for fee concessions and net deficit, and considers that it is necessary on the part of the government to pay the managements an ad hoc grant, covering the difference between the staff-grant and the salaries as per service registers to enable them to avoid cuts in the salaries of teachers, and thus fulfil their contractual obligations to teachers.

This conference resolves

5. to request the authorities to give a free hand to the managements of

aided schools in the matter of new posts, relief etc. of staff in accordance with the rules and regulations laid down by the Department, so as to ensure prompt action and promote efficiency.

6. to request the authorities to empower the Headmasters to remove from the rolls the names of pupils who fail to turn up within five days after the re-opening of the school, after the summer holidays, so that others waiting for admission, may be promptly admitted in the place of those staying away without proper reason.

7. to request the authorities to stop immediately the collection of the Emergency Enhanced Provident Fund and to arrange at once for the refund of the collections already made.

8. to request the authorities to frame and apply uniform leave rules in the case of all the staff employed in Primary, Upper Primary and Secondary schools under all agencies, Government, local Body and Aided.

9. to request the authorities to sanction to staff in all educational institutions, D.A., at the same rates and on the same basis as in the case of the Central Government employees.

10. to request the Government to treat the teaching and the non-teaching staff of all aided schools on a par with their counterparts in schools under Government in the matter of House-rent allowance, free medical aid and other concessions.

11. to request the Government to order payment of regular increments, according to service, Lower Grade Physical Education Teachers working in Board High Schools.

12. to request the Government to sanction scales of pay for Tamil, Hindi and other language teachers, on the basis of their qualifications, irrespective of their periods of work in the higher standards of secondary schools.

(To be continued)